DOCUMENT RESUME

ED 251 445 CS 505 063

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TITLE A Guided Design Unit on Communication Apprehension, Reticence and Shyness.
PUB DATE 19 Oct 84
NOTE 41p.; Paper presented at the International Society for Individualized Instruction (Atlanta, GA, October 19, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Theories; *Communication Apprehension; *Communication Problems; *Course Content; Higher Education; Models; *Social Psychology; Social Theories; *Speech Communication; *Units of Study
IDENTIFIERS *Guided Design Approach (Teaching)

ABSTRACT

Developed for a course in social psychology, a guided design unit was created to help students explore the phenomena known as communication apprehension, reticence, and shyness. The social psychological theories introduced in the unit are belief theory, attribution theory, and perception theory. These theories are used to explain the phenomena being studied and to examine ways to help people overcome problems in these areas. A careful distinction emphasized in the unit is the difference between a medical model that would treat these phenomena as abnormal or deviant and a communication or social psychological model that would focus on environmental factors. The final examination consists of several sections: definitions, short essay questions, and long essay questions that ask students to apply one or more social psychological theory in analyzing an event or occurrence. Thus the final section of the exam has students use what they have learned by analyzing real life situations. (Included are a list of readings, course objectives, and suggested teaching strategies.) (HOD)

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A GUIDED DESIGN UNIT ON

COMMUNICATION APPREHENSION, RETICENCE AND SHYNESS.

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INTRODUCTION

This Guided Design Unit is designed to help students explore the phenomena known as Communication Apprehension, Reticence and Shyness. These three phenomena are treated as separate but related entities. While there have been some attempts to treat them as three different terms identifying the same human behaviour it is the opinion of this author, as well as researchers involved in the exploration of these phenomena, that the terms refer to specifically different aspects of human communication.

This unit was developed for a course in Social Psychology. The Social Psychological Theories which are introduced in this unit are: a) Belief Theory, b) Attribution Theory, c) Perception Theory. These theories are used to explain the phenomena being studied and to examine ways in which help people overcome problems in these areas. A careful distinction which is emphasized in the unit is the difference between a medical model which would treat these phenomena as abnormal or deviant and a communication or social psychological model which would focus on environmental factors. This is a distinction which has been made by Philip Zimbardo and especially Gerald M. Phillips. Traditionally Social Psychologists have been reluctant to label persons and behaviours as abnormal or deviant prefering to examine environmental and personality factors which may cause normal people to act in certain ways.

In Sociology 225.6 at St. Thomas More College and the University of Saskatchewan this unit is one of five Guided Design units during the course of a seven month term. The University of Saskatchewan operates on the traditional Canadian system of a seven month term (September to March) with final examinations in April. While some courses may be half term courses the majority of courses run for the full term. This unit is the longest Guided Design unit used in the course. The terms schedule runs like this:

Unit I: The Fishing Trip -- Introduction to Guided Design

Lecture on the History of Social Psychology.

Lecture on Doing Social Psychology (Theory Development and Research .

Unit II: Developing an Educational Experience - Explores the Social Psychological Theories underlying Guided Design and is used as an introduction to the Social Psychology of Education.

Lecture on Social Psychology of Education.

Lecture on Perspectives on Being Human and Social Psychological Theories.

Unit III: But I Am A Shy Person! -- Introduces theory and research on Communication Apprehension, Reticence, and Shyness as well as Belief Theory, Attribution Theory and Perception.

Unit IV: Theories of Child Socialization -- Guided Design groups each investigate and report orally in class on one theory of child socialization, e.g., Freud, Piaget, Kohlberg, Learning Theory, etc.

Unit V: Guided Design Unit on Raising Children who are not prejudiced - introduces research on prejudice, attitude theory and Value Theory.

Lecture on Theories of Attitude Change.

Unit VI: Guided Design Unit on Attitude Change which uses an applied Social Psychology perspective of students serving as consultants on a campaign to introduce a new product.

Small Group Experiences - introduction of theory and research on Group Dynamics. Small Group exercises and simulations are utilized in this portion of the course.

Lectures are utilized at the close of each Guided Design unit to update theory and research which students have explored in their class readings and activities. At the end of each unit students receive a set of review questions for that unit. These questions are then used in the examinations given in the course. As you can see in the review section of this unit the final examination especially consists of several sections: Definitions, Short Essay Questions, Long Essay Questions which ask the student to apply one or more Social Psychological Theory in analyzing an event or occurrence. Thus the final section of the examination seeks to have students utilize what they have been learning by analyzing real life situations.

The present Guided Design Unit presented in this paper has been through four major revisions. The original unit was read by Charles Wales, James McCroskey, and revised in light of their comments. The third revision implemented the decision making

tables utilized in the latter portion of this unit. Minor revisions were made for this paper.

"But I Am A Shy Person"

Introduction

In this unit we will explore together the causes and effects of shyness, reticence, and communication apprehension. This is an important aspect of life for many people which causes them much pain, frustration, and embarrassment. It may also affect the individual by causing him or her to fail in other aspects of life such as university, business, and interpersonal relationships.

The objectives of this unit are not only to introduce you to the social psychological and communication research on these topics but also to the ways in which people may overcome these problems. In order to understand them you will have to understand several different social psychological theories which explain behaviours. In this unit you will be introduced to Attribution Theory and Belief Theory. The Belief Theory we will study was developed by Dr. Milton Rokeach, Professor of Sociology and Psychology at Washington State University. Dr. Rokeach has spent most of his life working on belief theory and research. He, more than any other individual, has brought a focus to this field.

Objectives

After completing this unit you should be able to do the following things.

1. Identify the problem of shyness, communication apprehension and reticence and their consequences.
2. Study the findings of social scientists who focus on shyness, reticence, and communication apprehension.
3. Be able to define each of these concepts.
4. Be able to list the causes of these behaviours.
5. Be able to list the consequences for the individual.
6. Be able to describe the effect of a) the environment, b) the culture, c) the home, d) the school in producing these phenomena.
7. Be able to define and describe the belief system and where beliefs about the self exist within the belief system.
8. Describe how Attribution Theory explains these phenomena.
9. Be able to list the various methods for helping people with these problems.
10. Be able to describe limitations in each method.
11. List practical ways for a person to overcome these problems.
12. Develop ways in which you can help yourself be less communication apprehensive.

READINGS FOR UNIT THREE

For this unit you will be asked to read the following items. I suggest that you divide the readings among members of the group so that no one has to read everything. In this manner each member can teach other members about one or more of the readings. It is important that the readings be done prior to the class session in which that portion of the unit is discussed.

For Part 2 you will need to have read:

Zimbardo, Philip, Paul Pilkonis and Robert Norwood, "The social disease called shyness," **Psychology Today**, May 1975, 69 - 75.

Philips, Gerald M. et. al."The quiet ones and the noisy ones," **The Development of Communication in the Classroom**, pp. 129 - 145.

McCroskey, James C. and Lawrence Wheeless, **Introduction to Human Communication**, pp. 129 - 145.

Myers, David G. **Social Psychology, Behind The Scenes**, p. 282.

For Part 3 you will need to have read:

McCroskey, James C. and Virginia Richmond, **The Quiet Ones: Communication Apprehension and Shyness**, pp. 1 - 6; 25 - 35.

McCroskey, James C. "Classroom consequences of communication apprehension," **Communication Education**, 1977, 27 - 33.

McCroskey, James C., "Oral communication apprehension: A summary of recent theory and research," **Human Communication Research**, 1977, 84 - 90.

McCroskey, James C., **Quiet Children and the Classroom Teacher**, pp. 9 - 15.

Hurt, Thomas, Michael D. Scott and James C. McCroskey, **Communication in the Classroom**, pp. 147 - 162.

Zimbardo, Philip. **Shyness**, chapters 4, 5, and 6.

For Part 3b you will need to have read:

McCroskey, James C. and Virginia Richmond, **The Quiet Ones: Communication Apprehension and Shyness**, chapters 3, 4, 5, 6, and 7, pp. 6 - 25.

McCroskey, James C., "Community size as a predictor of the development of communication apprehension," **Communication Education**, 1978, 212 - 219.

Daly, John A. and Gustav Friedrich, "The development of communication apprehension: A retrospective analysis of contributory correlates," **Communication Quarterly**, 1981, 29 (4), 243 - 255.

Zimbardo, Philip. Shyness. chapters 1, 2, and 4.

For Part 3c you will need to have read

McCroskey, James C. and Virginia Richmond, The Quiet Ones, chap 7.

Tate, E. D. Belief Systems, pp. 1 - 9, (1975).

Myers, David G. **Social Psychology**, chapters 3, 4, and 5.

Zimbardo, Philip, **Shyness**, chapter 3.

For Part 4 you will need to have read:

Phillips, Gerald M. "Rhetoritherapy versus the medical model: Dealing with reticence," **Communication Education**, 1977, pp. 34 - 43.

McCroskey, James C. "Quiet children in the classroom: On helping not hurting," **Communication Education**, 1980, 239 - 244.

McCroskey, James C. and Virginia Richmond, **The Quiet Ones: Communication Apprehension and Shyness**, 1975, 18 - 19.

Kean, Sam. "Deliver us from shyness clinics," **Psychology Today**, May 1975, 18 -19.

Zimbardo, Philip. **Shyness**, chapters 7, 8, 9, 10, and 11.

Cohen, Herman. "Teaching reticent students in a required course," **Communication Education**, 1980, 222 - 228.

Pederson, Douglas J. "Systematic desensitization as a model for dealing with the reticent student," **Communication Education**, 1980, 229 - 244.

Sokoloff, Kent A. "Treatment of the reticent in a private clinical setting," **Communication Education**, 1980, 245 - 249.

Pilkonis, Paul A. "Treating shyness and other relationship difficulties in psychiatric out-patients," **Communication Education**, 1980, 250 - 255.

Glaser, Susan, "Treating oral communication apprehension and avoidance: Current research and future directions," **Communication Education**, 1982, (also available as a mimeographed paper).

Information - 1: The Situation

The Committee on Teaching for the Department of Communication at Charles F. Freebel University was meeting to discuss problems which had arisen during the first month of classes. Membership on the committee was determined by the Chairperson of the Department during the first month of the school year.

This year the committee consisted of Jane Maxwell, chairperson of the committee, who was an Associate Professor in the department and who taught courses on communication education. Frank Jones, an Assistant Professor, who had only been at the university for one year. Sam Druckson, professor, specialized in the rhetorical analysis of social events. Janet Tornerud, Assistant Professor, with a specialization in methodology was new to the department and committee. John Trembell was the student representative on the committee. He was a third year major in Communication.

Jane called the first meeting of the committee to order by asking the members if there were specific questions which they would like to discuss. Janet began the discussion by saying, "I've noticed quite a few withdrawn, shy students here at Charles F. Freebel University. They seem so quiet and reserved. I think that this is something which we need to investigate further as it may be possible for us to do something about it. Certainly if we could work with these students to help them overcome this social difficulty they will be happier and more successful in the world."

"Now wait a minute, Janet," Sam said softly. "These students come from lower income families and neighbourhoods. They are not assertive, boisterous people like you may have met at Toronto or Harvard. They are preparing themselves for careers which will take them out of the social environment in which they were born. They are not rebellious or actively seeking to change the world. They are very polite, rather quiet individuals, who have had a hard childhood and adolescence. They wish to study and get on with their work so that they can give a better life to their children."

"That's true, Sam," said Jane. "These students are not shy or withdrawn because they are disinterested in their education. Their education is very important to them. They are shy and withdrawn because they see the world as very threatening. They have been hurt before and are not willing to risk being hurt in the future. Once you get to know them they are very friendly and open with you. Besides I think Janet is over emphasizing the number of shy students here. Most of them are very outgoing and extroverted. It is only a small minority of students who are withdrawn and introverted."

"Well, perhaps we should study this matter further," Frank replied after some thought, "because I have made the same observation that Janet has about the number of students here who are quiet and withdrawn. This is something which may well affect their education as well as success in later life. If we really care about the students we teach we owe it to them to investigate this topic further to see if their is any validity to Janet's observation. Exactly how can we go

about assessing the situation to determine how much of a problem this really is? Is there literature on this topic which will help us to understand it? What can we do?"

Feedback - 1

The committee decided that there were several things which could be done to see if there was indeed a problem at their university. First, they began a literature search to see what research had been done on the problem. This would help them to understand the phenomena Janet had identified, estimate how common it is in the general population, discover what might be done to measure it, and how it might be overcome in students. Secondly, they could survey the student population at Charles F. Freebel University to see how common it was among students. Thirdly, they could survey their colleagues to see how important they thought the problem was among students.

Instruction 2a - Gather Information

"Okay, these are the things which we can do," said Sam, "now we need to take some time to gather information about the problem. Janet you said the problem was shyness. Okay, that is one term which we will use in our literature search. However I know that back in the old days we used to call this 'stage fright.' Is that different from shyness? Gerald M. Philips, a rhetorician by the way, writes about reticence. I would like to do some reading in his book and share it with you. Reticence seems to me to be what we are talking about."

"I was reading an article by Philip Zimbardo and his associates a while back in Psychology Today, Sam, that discussed the social disease called shyness," Janet answered. "It was this article which caused me to look carefully at my students. I guess that is why I called shyness."

"Well, I would like to complicate things just a little bit more," Frank smiled as he spoke. "I am aware of James McCroskey's research on Communication Apprehension. I think that Communication Apprehension is what we are talking about! Shyness is too complicated and reticence is too restrictive. I'd like to see us investigate Communication Apprehension."

"Oh you people!" Jane laughed, "just like a bunch of academics! You're going to destroy this entire discussion with your jargon! Now just a minute. I want to adjourn this session of our committee meeting and let you each do a literature search. Then come to our next meeting with a definition each of your terms. Tell John and me what you mean by shyness, reticence, and communication apprehension. Then we can begin to see if there is a problem here which our committee can work on."

"I guess I am one of those quiet students Janet is talking about," said John. "What I would like to know is this--is there some way in which I can assess my own behaviour to see if I am more or less talkative than other people? In fact, may it wouldn't hurt each of us to make some self-assessment of our communication behaviour. Could we all do that?"

"I don't know why not, John," Janet continued. "Our assignment for next time is to define each of the terms we have used in this discussion -- shyness, reticence, and communication apprehension -- and to discover what scales can be used for self-assessment of these phenomena. Definition and measurement instruments -- that should not be too hard to do. See you at the next meeting."

Feedback - 2_a

The group arrived at the following common definitions for the phenomena in which they were interested. They decided that although some authors treat shyness, reticence, and communication apprehension as essentially the same thing they are, in fact, three distinct types of theory and research describing different aspects of the problem.

The research indicates that there is little relationship between shyness measures and communication apprehension measures. Similarly there is relationship between anxiety measures and communication apprehension measures. A person can be very normal in all respects and still be a communication apprehensive, or on the other hand, a complete neurotic but suffer no communication apprehension at all. The evidence is that these are essentially three separate aspects of similar phenomena.

Shyness -- the behaviour of people who are uncomfortable in the presence of other people which causes them to withdraw, remain silent, avoid contact with other people; an extreme self-consciousness. Studied by Philip Zimbardo and his associates.

Reticence -- habitually to be silent, uncommunicative. Studied by Gerald Philips and his associates. Philips utilizes an eclectic, humanistic approach which does not see a need for empirical measurement of reticence.

Communication Apprehension -- an anxiety syndrome associated with either real or anticipated communication with other persons. This may be caused by the necessity to a) speak to others, b) write to others or write an essay, c) sing or perform musically before other people. Studied by James McCroskey and associates.

In answer to John's question the committee discovered that McCroskey has developed several scales which can be used for self-assessment. The VERBAL ACTIVITY SCALE (VAS) is one which can be used to assess communication apprehension over speech activity. [See your textbook for this and other scales discussed here.] The PERSONAL REPORT OF COMMUNICATION APPREHENSION SCALE (PRCA) is another scale with high validity and reliability which can be used for self-assessment.

Remember that the normal range for the Verbal Activity Scale is between 22 and 38. If your score is in this range it means that your verbal activity is about the same as most people. If you score above 38 it means that you probably engage in more talk than most people. If your score is between 40 and 50 it means that you probably dominate the verbal activity of quieter people. You will need to make an effort to understand the feelings and beliefs of quiet people. In fact, you may act in such a way as to cause all people, not just quiet

people, to be silent when interacting with you.

If your score is below 22 this suggests that you are more quiet than most people. As your score approaches 10, it indicates you are very quiet. A low score does not indicate you are afraid to talk, "but only that you prefer to be quiet in many circumstances when others might prefer to talk" (McCroskey, 1977, 17). The Verbal Activity Scale only measures one's verbal behaviour. If your score is different from your own perception of your behavior there is no need to accept it as true. Talk to a friend who you trust and who knows you well to see how they perceive your behaviour. Check out your perceptions with other people.

The normal range on the PRCA is between 62 and 88. If you score above 88, it is likely you are highly communication apprehensive. If your score is below 62, you have an unusually low level of communication apprehension. You will need to take extra care to seek to understand the problems which communication apprehensive people face.

Again there is no necessity to accept your score at face value. If it does not conform to your own perceptions, talk to other people who know you well. If you are concerned about your communication apprehension discuss the problem with your instructor who will provide remedial help for you. Remember also that Communication Apprehension is multifaceted. Some people have no fear of giving a public speech but fear a private conversation or writing an essay. Many people are afraid of giving public speeches but have no problems in other forms of communication. Everyone has some circumstances which make them nervous and others which do not. People who are highly apprehensive are those who are fearful in many different kinds of communication situations.

Instruction - 2b - Consequences of Shyness, Reticence and Communication Apprehension for the Individual.

"Well, Janet," said Sam, "I must admit I was wrong in our discussion last time. Shyness, reticence, and communication apprehension are problems for many people. I am convinced this is a problem which is worth our attention and one which many of our students need help to overcome."

"I know what you mean, Sam," Frank answered. "I was shocked at the consequences for the individual which shyness has on them. I was shocked to find that people who are communication apprehensive receive lower grades from teachers simply because they are quiet. As I stopped to think about this I realized that I was guilty of giving quiet students lower marks simply because they never spoke in class or interacted with me outside the classroom. I also realized that I tend to think of fellow teachers who are what I would call shy as less competent than other teachers who are outgoing and extroverted. I never realized that our perceptions of other people are affected by our beliefs about outgoing people and their competency."

John broke into the conversation by saying, "I was really glad to do the self-assessment with the scales which we found. I discovered that I wasn't as abnormal in my verbal behaviour as I thought I was. It was good for me to do those scales. Yet I have been looking at my fellow classmates during these past few days and I agree with Janet that this may be a major problem here at Charles F. Freebel University. I had to ask myself just how extensive is this problem in society?"

"McCroskey found that one in five students at U. S. universities is a communication apprehensive. My girl friend is very talkative but she just freezes up when she has to write an essay or a term paper. She is, I guess I have to say, a communication apprehensive who experiences anxiety over writing. She doesn't experience anxiety when speaking. My friend Tony can give a speech before a hundred persons without any anxiety at all. The more persons there are in the audience the better he likes it and the better he performs. But get Tony alone for a cup of coffee and you find yourself carrying on the entire conversation. I guess Tony is a communication apprehensive also but of a different type."

"You're right, John," Jane replied, "it strikes me that communication apprehension is the more comprehensive of the terms in that it covers more behaviours. Shyness and reticence are more global and less specific. Even Zimbardo's asking people if they are shy tends to lead the discussion away from a specific behaviour to a more global concept."

"I think our discussion is very important," Janet added, "but I would like to ask you to help me make a list of the consequences of shyness, reticence, and communication apprehension for the individual. I think this will help us to see if we have, or are discussing something of enough importance to spend our time on. I was talking with Professor Chence yesterday and he doesn't think it matters one way or another. He said we are wasting our time on such a trivial topic. So what are the consequences to the shy individual? Let's list the effects on the shy person, or the consequences for the reticent individual, etc. Frank already gave two -- they receive lower grades than they deserve or merit and are seen as less competent by their associates. What are the other consequences?

Feedback - 2b

Some of the effects or consequences of shyness, reticence, and communication apprehension on people are:

a) They are perceived as being less competent, less sociable, less physically attractive, and less composed than other people.
b) They are less likely to be perceived or chosen as leaders.
c) They are less likely to be hired for a job.
d) They are less likely to seek promotion while on a job.
e) They are less likely to be promoted even though highly competent.
f) They are the first person fired.
g) Teachers are more likely to perceive them as less competent, less academic, as nice students to have in the classroom, but give them lower grades than they actually deserve.
h) They are perceived as less desirable dates and potential marriage partners.
i) They are generally perceived negatively by other people.
j) They are more likely to submissive to authority, less likely to rebell.
k) They may be more creative (Einstein, Northrup Fry, Carol Burnett, among others are good examples).
l) They are more likely to raise children who are shy, reticent, or communication apprehensive.
m) Extremely shy persons have more sexual problems and are often afraid of intimacy.
n) Extremely shy persons are more likely to frequent prostitutes.
o) Extremely shy persons are more likely to become alcoholics.
p) Persons with extreme shyness may become more violent. Zimbardo presents evidence that many mass murderers are extremely shy. This is also true of rapists and other persons committing violent crimes.
q) More likely to seek out classes at university where they are not required to participate in discussion or small groups.
r) More likely to seek out jobs which do not require them to communicate with other people or interact with the public.

Instruction 2c -- Define the goal of the committee by defining the problem.

"Wow," said Jane, "that is some list. This is a greater problem than I had originally thought. These phenomena certainly have an effect on our students in the classroom, outside the classroom, and during their entire lives. What are we going to do about it?"

The committee was silent for a few moments and then Sam said, "I guess we need to clearly define our problem. We know that there is problem for people who are shy, reticent, and communication apprehensive. Is there something that we can do here at Charles F. Freebel University? I think we are agreed that it is an important topic for our consideration as a committee. Let's take a moment to define our problem. What do we want to do?"

Feedback - 2c

The group decided that the problem was to develop a program at their university to help students who are shy, reticent, or communication apprehensive. This might involve several different help methods.

Instruction - 3a - Possible causes of the phenomena.

"We have now defined our problem," said Janet, "and are ready to proceed with finding a method for solving it. What are your suggestions on this matter?"

John was the first person to speak. "I don't think I can suggest any way to help people who are shy, reticent, or communication apprehensive until I understand what causes people to be this way. I agree that the three phenomena are not equivalent but I think we can identify some common causes of them."

"That is a good point, John," Sam began, "if we make a list of the causes of communication apprehension, shyness, and reticence, we can begin to see what help is possible. Let's begin by discussing the role of culture as a cause. I realize that culture is a large variable and very hard to operationalize. Personally I have always like Hall's operationalization of it with his map of culture in his book, **The Silent Language**. However, let us operationalize it here as any racial, ethnic, or national group."

"You mean like Norwegians," asked Frank. "I remember reading a book by Sigrid Undset, the great Norwegian writer, in which she argued that Norwegians were by nature a quiet, taciturn people who strongly believe in democracy. It was an excellent analysis of Norwegian culture and character. Similarly some North American native cultures have a high regard for silence and quietness. I believe it is the Navaho who will not talk with another person unless they first assess whether or not that individual is a good or evil person. Silence is prized in such a culture as necessary during the assessment period. Americans are often viewed in the rest of the world as loud and boisterous persons who are always being obnoxious. So culture would seem to have some effect on whether a person is considered to be shy. Now I realize that this is very stereotypical and given to over generalization but what does cause people to be shy, reticent, or communication apprehensive?"

"Well," Sam answered, "perhaps it would be best if we answer this culture question first before examining other cultures. I know from my reading in Zimbardo that he found cultural differences in response to shyness. Which national or ethnic groups demonstrate shyness and what percentage can be said in each to consider shyness a problem?

Feedback - 3a

The reading which the group did showed that Zimbardo has found greater amounts of shyness among japanese and people from Taiwan. He found lesser degrees of shyness among people from mainland China, israel, and members of a synanon community in Northern California. Zimbardo reported that shyness was viewed as a problem by 24% of his Jewish American respondents, 35% of Israeli Jewish respondents, 64% of United States university students surveyed, 73% of respondents in a U. S. general population sample, 75% of persons responding in Japan and Mexico, 85% in Taiwan, and 82% of those in India (p. 217). Similarly his research indicated that more men than women in Japan and Taiwan reported shyness, there were no sex differences in the U.S., and more women than men in Mexico, Israel, and India.

Instruction - 3b

"There do appear to be cultural differences in the shyness research," Jane said, "but it strikes me that many of these cultures are those which are either rural or emphasize personal restraint especially among women. I know that in India a woman only looks her husband or father directly in the eye. She would never maintain eye contact with another man since to avert the eyes is to show respect. Therefore, someone from our culture observing her would say she was shy whereas she is only following the dictates of good behaviour in their culture. Native North Americans also avert their eyes when talking to superiors and may be considered to be shy by some people who do not know this. I think culture has a definite effect but I believe we need to be aware of cultural differences which may explain various behaviour which our culture would label as deviant."

"Very true, Jane," Frank replied. "Let's also look at the communication apprehension research. McCroskey says that one out of every five students in a U. S. university was communication apprehensive. He also found environmental differences. So perhaps we should examine the environment in which children grow up to assess how it may affect these phenomena."

"That is a good idea, Frank," Janet remarked. "Zimbardo goes into some detail about the type of environment which he believes causes shyness. Let's make a list of the environmental factors which cause shyness and those which cause communication apprehension."

John thought for a moment and said, "I think it will be most helpful if we treat them together so that we make one list instead of two. I think it would also help if we divided the causes into those in the a) culture, b) home, c) school, and d) community environment. So let us make a list of the causes of shyness, reticence, and communication apprehension dividing them into the four categories culture, home, school, and community environment.

Feedback - 3b

Your list should include among other things the following:

Culturally:
- emphasis on rugged individualism
- a highly competitive society
- promotion of a cult of the ego
- rewarding individual success and making failure a source of personal and family shame
- discouraging expression of emotions and open sharing of feelings and anxieties
- setting limitless aspirations and ambiguous criteria for success while not teaching ways of coping with failure
- stressing strict sexual taboos
- making acceptance of love contingent on critical social standards of performance
- denying the significance of individual experience with a strong emphasis on the glorious past
- high social mobility and economic uncertainty
- changing social goals and pride in belonging to a group is discouraged
- prejudice and discrimination against members of the individuals ethnic or racial group

In the Family:
- emphasis on good children as quiet children
- talking is discouraged at the dinner table
- emphasis on children being seen and not heard at all times
- placing the child in a communication bind -- encouraging him or her to talk but ridiculing everything said verbally or nonverbally or nonverbally refusing to listen to the child
- divorce
- parents not able to speak dominant language
- birth order -- first borns more likely to be quiet with later borns having more verbal skills

At School:
- reward of the quiet child as the well behaved child
- teacher giving more attention to the talkative child, unruly child, etc. and ignoring the child who is quiet
- emphasis on competition, getting high grades, and working hard
- children moving from school to school

Community environment:
- rural area
- small town living
- change in schools for any reason
- change from rural to urban school
- high urban mobility

Instruction -- 3c

"Before we begin to talk about possible solutions," Sam suggested, I think we should investigate the problem a little bit more. I realize that we have described the causes of shyness, reticence, and communication apprehension but I don't think we have defined our problem carefully or understand it thoroughly enough to begin working on the solution. Are we going to go back into a someone's childhood and change the way their mother treated them when they wanted to share and idea? No, of course not, because that is impossible. Therefore we need to define our problem in such a way as to be able to deal with it."

"I think we need to ask ourselves why are people shy even after the environmental, family, school, and cultural restraints are removed. Certainly we cannot change the culture in which we live overnight. That is something which is only done over long periods of time. We need to look for a different cause. One which we can work with here at Charles F. Freebel University."

"Why are these people apprehensive about communicating with someone? What makes them different from people who are not shy? Let me put it this way -- my wife teaches Kindergarten and First Grade. Now she tells me that she can walk into any classroom and pick out the first born children because they will be quieter and better behaved than the other children. I believe her. Okay, we know from the research and from personal experience that the oldest child in the family may very well be a little more communication apprehensive. What skills can we give this person to overcome this tendency which resulted from his or her being born first in the family? When we answer that question we will have an answer or solution to our problem."

"I think," said Janet, "that symbolic interaction theory has relevance to this problem. These theorists use the term **defining the situation** to indicate the tendency of every person to approach a new interaction of the basis of past experience. As we approach a new interaction, we attempt to predict what will happen to us. We attempt to define exactly what this interaction is, what will happen, and what role we should play in it. We prepare a script during for the interaction in our imaginations. What one scholar has called 'feed-forward' or others call 'defining the situation.' Then we follow this script during the interaction with the other person. If we discover we made some invalid inferences about the proper behaviour then we revise the script as we go along."

"Everyone experiences apprehension when approaching a new experience. This is a normal experience which is general to all people except perhaps some people so extroverted as to be immune to apprehension over any interaction. We act according to the script which we write on the basis of our past experience. People who are not shy have a script which tells them the nervousness they are experiencing is normal and will pass with time. People who are shy have a script which mandates that they act the part of a shy person. Experience has taught them that this is the role which they have to play. Only by

changing their script -- their definition of the situation -- can we help get them over their shyness."

"That is an excellent dramatistic analysis, Janet," said Frank. "You remember, John, what we talking about in class yesterday concerning Kenneth Burke's dramatistic theory which has been expanded in Sociology by Goffman, Blumer, McHugh, and Denzin. Here is where we see the applicability of the theory. It may also help us to develop a possible way to help people who experience this phenomena."

John nodded his head. "I can see that this is one way to look at the problem, Professor Jones," John said, "but I am not too sure how one would go about changing the script which these people are using."

"I think I can help with that," Jane replied, "although I prefer not to use that particular theoretical approach to the problem. Or perhaps I should say, I think that this approach is too limited. You see the script which we use is based on a more fundamental unit of analysis. This unit is **belief.** A belief is defined as a simple declarative sentence which the individuals understands as being true about the world, other people, or oneself. When one says, 'I believe today is Monday, October 19th,' we infer from that statement their belief about today's date. You can't directly observe a belief but we infer them from an individuals behaviour."

"I think the literature -- all of it whether on shyness, reticence or communication apprehension -- demonstrates that these phenomena have something to do with one's belief system. Shy people are shy because they believe themselves to be shy people. They have a belief which is simply, 'I am a shy person.' Non-shy people don't believe they are shy. This basic belief then shapes the script, or definition of the situation, which determines how we will act in any situation. It all depends on this basic belief about who we are which is central to our self-concept. Now, let me remind you, that I conceive of the self-concept as consisting of all beliefs about the self. So you see, belief is still the basic unit of analysis."

"I think you are right, Jane," said Janet. "Zimbardo says quite clearly that the only difference between the shy and the non-shy person is their self-definition. Philips agrees with that and so does McCroskey. We all enter new situations with fright, hesitation, nervousness -- 'butterflies in the stomach' is the common expression -- because we don't know what to expect. Non-shy people attribute these feelings to the environment while shy people attribute them to themselves."

"Your comment about attribution just made me think about another thing, Janet," Frank smiled as he spoke. "Yesterday when John and I were talking about Burke's work he mentioned that it seemed to fit in well with a book he was reading about Attribution Theory. Let me see if I can expand on that. Attribution Theory understands that we are all trying to make sense out of our environment and what is happening to us. E. M. Forrester, the English novelist put it best when he said, "How can I tell what I think until I see what I say?" In other words, since we can't observe our beliefs we use our own words and

actions to attribute beliefs to ourselves and other people. Over time this process of attribution of shyness to oneself leads to a distinct belief system. So consistent attribution of shyness to oneself by important others and yourself leads to a belief of shyness."

"Well, if that is all there is to it," John said, "then it shouldn't be any trouble to change the beliefs of these shy or communication apprehensive people. All we have to do is counsel them and persuade them they are not shy."

"Now wait a minute, John, because it is not all that simple," Jane replied. "Are all beliefs equally important? Is it as easy to change the brand of soap which you prefer and use as it is to change a belief about being shy?"

"We need to take a moment to outline Rokeach's Belief Theory, which is relevant here, and examine Attribution Theory. I think this will help us to understand the causes of shyness and suggest possible ways to help our students. Let's discuss both of these theories as they apply to shyness, reticence, and communication apprehension. Outline these two theories and then apply them to the problem we are discussing.

Feedback - 3c

Rokeach has identified five types of beliefs. Primitive Beliefs 100% Consensus are those beliefs which all people would agree on if any of them were questioned, i.e., I believe the University of Saskatchewan is located in Saskatoon, Saskatchewan. Primitive Beliefs 0% Consensus are those important beliefs which an individual holds to be true but may not be accepted by other people. Personal beliefs about shyness, introversion, etc. are located in this area of the belief system. Authority beliefs are beliefs about who is to be trusted, who is an expert on a topic, etc. There are two types of authority beliefs one type referring to people and the other to written or media sources. Derived Beliefs are those based on authority beliefs and owe their acceptance to that authority. Inconsequential Beliefs are beliefs of matters of personal preference, taste, dress, etc. which may be strongly held but do not significantly affect our lives.

All beliefs are learned or come from experiences with other people. However, as Rokeach points out, not all beliefs are equally important. It is the most important beliefs, Primitive Beliefs, which govern our behaviour and determine our interpretation of reality. These beliefs are also most resistant to change. If they are changed they will produce the greatest amount of change in the rest of the belief system. As Zimbardo and others have shown the only significant difference between a shy person and a non-shy person is that belief the shy person holds that they are shy. This belief lies in the Primitive Belief 0% Consensus area of the Belief System.

Attribution Theory argues that a person only has as much information about themselves as other people have from observing them. If another person hears you say, "I don't like pizza!" they will attribute to you a belief and attitude against pizza. Similarly if you hear yourself say you don't like pizza you make the same attribution about yourself. If this behaviour continues over a long period of time, occurs whenever you are offered pizza, and does not occur when you are offered steak, you will conclude you don't like pizza.

Attribution Theory holds that four things are necessary for an attribution to become stabilized. 1) It must occur often. 2) It must occur in various modalities or situations. 3) It must occur only when object A is present and not when other objects are present. 4) Other people must agree that it occurs consistently. Shyness then arises because people consistently over time react hesitently in new or strange situations. This hesitency occurs in similar new situations and not in others. It is recurrent in all environments when that situation occurs and finally, other people say that one is shy. Shy people attribute this hesitency to themselves and develop the belief that they are shy. Non-shy people attribute it to the environment and do not attribute it to themselves. Again Attribution research indicates that we tend to be harsher on ourselves than on other people. However the point is that both shy and non-shy people experience the same physical characteristics when approaching new people and situations. The difference lies in the attribution being made.

Instruction - 3d

"So you see, John," said Jane, "if beliefs about ones self concept are Primitive Beliefs 0% Consensus, and I believe they are, they are very resistant to change. Furthermore once changed they will produce drastic changes in the rest of the belief system. It takes a great deal of effort and quite a bit of social support to change such a belief."

"I think I can illustrate this for you, John," Sam paused for a moment and then continued. "My mother lived much of her life believing she was inadequate and inferior to other people. This belief came from her interaction with her parents, his school experiences, and other experiences of life. I don't know all of them but I know she held this belief until she was at least fifty. She would never chair a committee or meeting. She would never speak in public and certainly never give a speech. She always withdrew because she was convinced of her own inadequacy."

"Then when she was in her late forties she joined a small discussion or study group which was sponsored by her church. I remember she attended for three years or so always saying something like, 'I don't know why they want me to attend. I don't have any good ideas but they keep asking me for my ideas.' My Dad and us children kept telling her she had excellent ideas. Finally she accepted our viewpoint but only after much thought and with the social support of her family and the members of the small group. Well, she was a different person. She was elected President of the women's group at church. She began to give public speeches. She became chairperson of several committees. She started writing and painting. I was reading some articles she had written one day while visiting home and made the mistake of saying to her, 'Who wrote these? They are really excellent. You certainly didn't write them, did you?" She, of course, was hurt because she had written them. I apologized and all was well. But you see, John, when a Primitive Belief 0% Consensus is changed it brings about changes in the belief system and in behaviour. It is hard to change these beliefs and one needs social support from other people who continually reinforce the new belief system. However when they are changed people change also."

John thought for a moment and then said, "I can certainly understand your illustration, Professor Druckson, but I don't see why people continue to perceive themselves as shy in face of evidence that they are not shy at all. What in the world is wrong with them if they can't see how difficult they are making life for themselves?"

Frank thought for a moment and said, "John, I think that there are two things which we need to think about based on your comment. The first is the that you are suggesting the fault is with the person instead of with the dynamics of the social environment. You see, John, you are implying a medical model which places blame on the individual instead of a communication or social psychological model which blames the environment. The latter perspective suggests a non-pathological conclusion based on attribution theory and laws of perception. Let's help John by listing the laws of perception and indi-

cating how the process of perception reinforces beliefs and attributions of shyness, reticence, and communication apprehension through selective perception, selective exposure, and selective recall.

Feedback - 3d

First the basic principles of perception:

1. The world is a product of the perceived and the perceiver. Every perception is a combination of events "out there and our beliefs, attitudes, values, and expectations.

2. All perception is selective. Perception involves leaving out details. Anything which we perceive is a selection or abstraction of the event itself. The laws of physics--speed of light, sound, etc.--determine that some details will be left out, some details sharpened, and some details distorted. Our own expectations, beliefs, etc. determine what other details will be left out. Similarly the world is too full of noise, events, and objects for us to focus on them all so we pick and choose among them.

3. The physiological body processes screen out many things in the world making perception even more selective. Some sounds are too low or too high for the human ear to detect, some objects are too close, too far away, too small for the human eye to see; all our senses are limited to events that occur within a certain range of the body.

4. Each individual has only his or her own experience with which to interpret an event. If it is outside of his or her experience he or she will not be able to understand it. Meanings are in people not in words which means that each person understands each event differently.

Selective exposure means that people will expose themselves only to messages and events which have meaning for them, agree with their existing beliefs, and conform to their interpretation of reality. Selective perception means that even if exposed they will interpret the event in a predetermined manner. Selective recall ensures that even if perceived and understood the event will not be remembered. Selective interpretation guards against the accidental encounter with belief disconfirming information and events.

Instruction - 4: Summary and Analysis

"I would like us to summarize the information which we have gathered on the following form," Janet said. "Before we can make a final decision we need to examine what we know in a way which will clarify our goal. I have prepared this table for our use in this process. Let's fill in the table with the information which we have

gathered to this point.

Table 1

	What Is?	What is not?
Who is involved?		
What is involved?		
Why does it occur?		
Where?		
How often?		
How can it be detected?		

Component Analysis and Possible Solutions

What can be changed?

Faculty	Students	Environment

How can it be changed?

Faculty	Students	Environment

Feedback - 4

Table 1

	What Is?	What is not?
Who is involved?	Communication Apprehensive students, faculty	Parents & relatives
What is involved?	communication apprehension shyness, reticence	A sickness or deviancy
Why does it occur?	anticipated communication self-concept attributions about self	attitudes & values Introversion
Where?	In interactions with strangers, people not known; new situations, new settings. For some when writing essays, exams, or performing.	Interactions with friends, family, familiar situations
How often?	In 20% to 80% of population depending upon situation.	Everyone or all quiet people
How can it be detected?	Verbal Activity Scale P.R.C.A. Writing Activity Scale Physiological measures Self-report data	Inferences based on observation Self-attribution
Why is it important?	Lower grades Psychological stress Lower self-esteem Lowers levels of aspiration	Makes people successful Makes one popular

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Component Analysis and Possible Solutions

What can be changed?

Faculty	Students	Environment
Ignorance concerning communication apprehension among students. Lack of awareness of consequences for student of assumptions they are making about quiet people.	Lack of knowledge concerning self, shyness, communication apprehension, and reticence.	Interaction patterns in classroom

How can it be changed?

Faculty

Workshops on communication apprehension, shyness & reticence.
Special seminars on these topics with emphasis on causes, consequences, and possible methods for help.
Training to recognize these phenomena in their students

Students

Counselling for the shy person to help them understand their capabilities.
Course materials on these phenomena to help students understand the cultural pressures which cause them.

Environment

Change the class environment to make students more secure by rearranging seating, designing for interaction among students, breaking course content down into units so that students may succeed by learning gradually, using more group interaction in the classroom to give students practice and reward for successful communication.

Instruction - 4b

"I wonder if it wouldn't be helpful for us to again look at the literature to see what has been done along these lines by Zimbardo, McCroskey, and Phillips," Jane said. "I don't want to stifle our creativity but I do think it is worthwhile to see what other people have been doing. We do not need to reinvent the wheel if a good wheel already exists. All we may need to do is to adapt it to our situation and environment. That in itself may take all the creativity we can muster if we are going to develop a really useful program here at Charles F. Freebel University."

John thought for a moment and then replied, "I think you are right, Jane. A further literature search will help us to understand what can be done and how it actually helps the individual who is communication apprehensive, shy, or reticent."

"I was reading some articles last night which relate to this problem," Janet answered. "I found that there are three main types of help which are given or offered to people. We can list these and work from there. The shyness clinic has been developed by Zimbardo. Desensitization is used by McCroskey and Phillips has something which he calls rhetoritherapy."

"You're right, Janet," Frank said. "Those are the three main help programs which have been developed for the quiet person. It will help us if we outline what we believe is the main purpose of each and what is done in each. We also need to decide how helpful each is or how successful it has been in use by various people. Then we can see how our proposal can be improved or supplemented by these established programs. On the other hand we may also find that none of these programs fit our situation but we won't know without considering them.

Feedback - 4b

The committee found four major types of treatment for shyness, reticence, and communication apprehension. Their list included:

Shyness Clinics -- (Zimbardo) includes a variety of activities which help the individual change how one thinks about oneself and about shyness through counselling, video tape feedback, training in general relaxation techniques, ways to build trust, how to increase attractiveness, and some assertiveness training.

Systematic Desensitization -- (McCroskey, Pederson) Utilizes general relaxation training after identification of the events or situations which produce anxiety. Persons are taught to recognize stress or anxiety within themselves and how to relax when experiencing it. Work is done in small groups and is purely voluntary.

Rhetoritherapy -- (Phillips, Cohen, Sokoloff) utilizes negotiation to explore with the reticent person his or her perceptions of problems, change these perceptions, and change behaviors. Focuses upon the need for change in attitude and behavior.

Cognitive Restructuring -- (Glaser) utilizes counselling techniques to change the beliefs (cognitions) which the shy, communication apprehensive or reticent person has about him or herself. Teaches people to recognize their false attributions they make about themselves in social situations and focuses upon other attributions which they can make about themselves.

Instruction 5: Analyze the constraints, assumptions and facts

Janet was the first to speak after the list was made. "All right we now know what alternatives have been tried by other people and generally how successful they have been at various schools. Before we make a decision about what we can do here at our university, I believe that we should look at the constraints which we face and might keep us from utilizing any or all of them. I think there are ethical considerations which must be faced. I realize that Philip Zimbardo argues very strongly for the elimination of those things in our society which cause shyness. But how do you rid people of shyness without killing individuality? The world would be a very boring place if everyone was an extrovert, smiling, backslapping, always running around greeting people and talking all the time. No, I think, and I guess that this is a slight change in some of my thinking, that I want a world where a person is free to be shy, reticent, if he or she chooses to be such. However, I want also to set free those persons who are feeling guilt, or suffering a lack of success because they act in such a way as to be labelled shy, reticent, or communication apprehensive. What do the rest of you think? How do we get around the moral question? Is there

an ethical question involved?"

"You have been very eloquent on individual freedom, Janet," said Frank, "I agree with you." Let's protect the rights of people who want to be quiet people while helping those who suffer guilt or labelling to become free to express themselves in whatever manner they choose. That should be our goal but I'm not sure I have an answer to how we do it. I think we have all read Sam Keen's argument."

"I think there are other constraints," Sam replied, "What about constraints within the individual? Is it feasible to expect that students who are shy will come for help? It seems to me that there are other constraints too. Our university is in a financial bind at the present time. We have all been told to reduce costs. Just look at the thirty percent reduction in audio visual budget for our department this year. How will this emphasis upon financial restraint affect what we want to do? Most professors are already overworked and under pressure to produce good research, publish, as well as teach more classes so that they can be promoted. How will that affect what we wish to accomplish?"

Janet thought for a moment and then said, "I think that we can examine these questions best by completing this table. It follows upon the Component Analysis and Possible Solutions Table which we completed at the last session. It will help us to examine exactly what we want to do and the constraints which will limit our work. It will also help us to examine some of the assumptions which we have made that might cause our program to fail if we continue to accept them as true."

The group agreed that the table would help them make the final decision about what program of remedial help they would recommend to the department for implementation. Complete the table before continuing on to the next step.

Table 3
Detailed Analysis

Assumptions:

About Faculty

About Students

About the Shy, Reticent, Communication Apprehensive

Constraints:

People

Economic

Time

Legal

Ethical

Feedback - 5

Table 3
Detailed Analysis

Assumptions:

About Faculty: That other faculty members in the Department or in the university believe there is a problem with students who are shy, reticent, or communication apprehensive. That other faculty members are aware of the consequences to the student who experiences these phenomena

About Students: The majority of students at Charles E. Freebel University are shy, reticent, or communication apprehensive.

About the Shy, Reticent, Communication Apprehensive: That students who are shy, reticent, and communication apprehensive students want help. Such students will seek help voluntarily. All people who are quiet should be treated and can be helped.

Constraints:

People: Persons with low self-esteem particularly during adolescence believe they are incapable of interacting with other people. These students will avoid classes where student interaction is required and they will learn these skills. Extreme shyness, reticence, and communication apprehension will keep students from seeking help. Faculty may not care to help these students believing that they do not merit help. There may be cultural constraints in that some North American cultures value quietness and silence in people.

Economic: Cutbacks in funding within the university and department. Necessity of funding for some type of program which means they will need to seek new money or find a way to conduct a program with available funding. Lack of space in which to work or set up a center. Necessity to train qualified personnel.

Time: Faculty are already overloaded with work and ext. programs. Time is needed to train qualified personnel this will not allow us to help people who need help now.

Legal: Will personnel need to be licensed as professional counselors or psychologists? How will this fit into the rules governing the ethics of human experimentation?

Ethical: Do we have the right to insist that all quiet persons receive help? What about personal freedom and personal choice?

Instruction - 6: Make a decision

"While we may feel overwhelmed by the constraints which we have just listed," Janet began, "the time has now come for us to make a decision. Sam would you please try to summarize our understanding of the problem so that we can begin to make a choice?"

Sam thought for a moment and then said, "We have found that the roots of shyness, reticence and communication apprehension lie in the culture and environment in which a person grows up. These experiences form Primitive Beliefs 0% Consensus about the self which cause people to believe they are shy and act accordingly. All people experience anxiety, nervousness, etc. when approaching a new situation. Shy people, because of their primitive beliefs, attribute the anxiety to their shyness while non-shy people attribute the anxiety to the new situation. These attributions and their resulting consequences in behaviour reinforce the shyness, or reticence, and lower the self-esteem of the individual. Communication apprehension is an anxiety syndrome experienced because of real or imagined communication. It also has the consequence of reducing self-esteem within the individual. We have also seen that these phenomena have personal consequences for the individual in lower grades, less credibility, and reduced occupational success."

"In order to help people who experience these phenomena we must adopt some form of system which causes them to develop new beliefs about themselves or learn to relax when experiencing anxiety. We also want to alert our colleagues to the problems faced by persons suffering from shyness, reticence or communication apprehension. This may mean that they may have to restructure their classes and classrooms to increase interaction between students."

"Thank you, Sam," Janet turned to the other members and said, "I think we are now ready to make our final decision. We have talked about a voluntary program for students. What are your wishes?"

Jane was the first to speak. "I think our summary must also include a summary of the ethical problems which we have discussed. In addition to Sam's summary I think we should include something like the following: We want to affirm the freedom of the individual choice which allows a student or faculty member to remain as a quiet person if they so desire. We recognize that introversion, while developed in childhood, is different from these phenomena since the foci for reward for the introverted person is communication with him or herself while the foci for reward for the extroverted person is communication with other people. We cannot, probably should not, attempt to change this belief about which type of communication is most rewarding."

The other members of the committee agreed that such statements were important and should be included in the report. John then said, "I like the summary but don't know if we should open a shyness clinic, begin a program of cognitive restructuring, or a program of desensitization. I am using these terms because they are distinct programs which we can adopt or modify to fit our situation. While I was listening to the summary I developed this table which I think will be useful. We can draw on the other tables we have completed to fill in this one. Let's fill it out since we have already used other tables to summarize our thinking."

Remedial Treatment:

What:

Who:

When:

Where:

How:

By Whom:

Funding:

Feedback - 6

Remedial Treatment:

What: 1) A Desensitization Program
2) Faculty workshops and seminars on the problem.
3) Introduce into an Introductory class an unit on Communication Apprehension.

Who: 1) Voluntary for students who score high on Communication Apprehension scales.
2) All faculty to attend at least one workshop or seminar.

When: 1) Four times during the school term.
2) Faculty seminars begin immediately. Jane will schedule.

Where: 1) Held in the auditorium which is the only area large enough for groups of people to lay down and be separate from each other yet in range of the trainer's voice.
2) Held in Departmental Seminar room. Also contact Instructional Development Committee to schedule university workshop.

How: 1) All students in first year communication courses will complete the scales during the first day of class. The instructor of each course will counsel those students who have scores which indicate some form of communication apprehension. Second and Third year classes will be included in this first assessment and offered counseling and training.
2) All faculty will be reached by seminar or mailing.

By Whom: 1) Two members of the faculty will voluntarily seek training during the next summer and begin the program in the fall of the next year.
2) Members of the committee will conduct the seminars and workshops.

Funding: No new funding will be asked for at this time. The committee will recommend that those persons who do the training should receive recognition for it at time of promotion. If the program develops as the committee believes it will they also anticipate some recognition through Merit Pay increments for persons doing the training.

Instruction 7 - Synthesis and Evaluation

"We have now developed our detailed plan," Frank began the next meeting after Janet asked for comments. "We need to evaluate it in light of the constraints which we have listed to insure that it satisfies the goal. This should tell us if our plan should be recommended

or we need a new plan."

"There is another kind of evaluation that must be considered. How will the program be evaluated after it has been implemented? In other words, how will we know if the program we developed is a good solution to the problem? So let's include in our report recommendations for an Internal Evaluation and an External Evaluation."

Table Five

Internal and External Evaluations

Internal

External

Feedback - 7

The committee decided that the program they recommended met most of the constraints they had identified. It met the problem of finances, time, and personnel. It also was a voluntary program and thus met the ethical constraint which they believed to be important.

Internal

The desensitization program should meet the goal of reducing anxiety which students experienced because of shyness, reticence, and communication apprehension. They decided to recommend that the program should be implemented. They also decided to recommend that in three years the program be evaluated by a new committee.

External

They would know the program was a success if the grades of quiet students who participated in the program went up and students were successful after they graduated. They would keep in touch with students who had been in the program with periodic mailings and questionnaires to assess their evaluation of the program.

Instruction - 8

Write a formal report to the faculty. A written report must be given to the instructor indicating your committee recommendations, rationale, and implementation. If one person writes the report for your group indicate this on the report. If you divide the report up and various people write different portions, indicate who wrote what on the report. Your report must represent a report of your committee to the faculty of your department.

Review Questions for unit on Communication Apprehension

Take some time to answer each of the following questions in written form. You may submit them to the instructor for comments if you so desire. However you will be able to find the answers in the readings and guided design materials in this unit.

I. Define in one or two sentences the following terms.

Primitive Belief 100% Consensus
Primitive Belief 0% Consensus
Authority Beliefs
Derived Beliefs
Inconsequential Beliefs
Shyness
Reticence
Communication Apprehension
Definition of the Situation
Role
Role Set
Cognitive Structure
Attribution
Fundamental Attribution Error
Illusion of Control
Selective Perception
Selective Exposure
Desensitization
Rhetoritherapy
Cognitive Restructuring

II. For each theory below identify the major theorist and the basic premises of the theory.

Belief Theory
Symbolic Interaction Theory
Attribution Theory
Overjustification Theory

III. Answer each of the following questions in a brief, concise paragraph.

a) Discuss the effects of culture upon shyness, et. al.

b) Discuss the effects of parental interaction upon the development of shyness, et. al.

c) Discuss the effects of classroom interaction upon the development of shyness, et. al.

d) Discuss the consequences of shyness, reticence and communication apprehension upon the life of the individual.

e) How does attribution theory explain these phenomena?

f) How does Rokeach's Belief Theory relate to shyness, reticence and communication apprehension?

g) How does introversion differ from shyness, reticence, and communication apprehension?

h) List the basic principles which govern perception.

i) Describe how the basic principles of perception reinforce an individual's shyness, reticence, or communication apprehension.

j) Utilizing symbolic interaction theory and the concept of "Defining the Situation" show how shyness, reticence and communication apprehension control the behavior of people.

k) Compare and contrast Rokeach's Belief Theory and Attribution Theory. Show how they may relate to one another and how they may differ significantly. Is it possible to relate Symbolic Interaction Theory to these other two theories? If yes, how?

l) Compare and contrast the theory and research on shyness, reticence, and communication apprehension. Show how they do or do not relate to one another. Use the research findings of Zimbardo, Phillips, and McCroskey to support your answer.

m) Compare and contrast the type of therapy offered by Zimbardo and Phillips with that offered by McCroskey. Compare the therapy developed by Susan Glazer with the other four.

n) Teachers, as well as students, may be communication apprehensive. Utilizing the roles available to instructors which McKeachie has identified (see previous Guided Design Unit), predict how an instructor who is shy, reticent, or communication apprehensive will act in the classroom.